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ABSTRACT

The purpose of this study was to explore and discover whether there are any differences in credentials required or preferred for academic library positions which offer faculty status, compared with those which do not include this designation. A content analysis was done using announcements for 451 nationally publicized openings. In the area of educational credentials, jobs offering faculty status were far more likely to prefer and even require a second master's degree beyond the MLS. Evidence of professional development, including the ability to do research and publish as well as the capacity for service to the institution and the profession, was also in greater demand for these positions. There were no observed differences between faculty status jobs and positions which are not so designated with respect to skills. The coding scheme and coding form are appended. (Contains 12 references.) (AEF)

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QUALIFICATIONS FOR ACADEMIC LIBRARIANS IN FACULTY STATUS POSITIONS

A Master's Research Paper submitted to the
Kent State University School of Library
and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Jane Laudani Etheridge

July, 1997

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ABSTRACT

The purpose of this study was to explore and discover whether there are any differences in credentials required or preferred for academic library positions which offer faculty status, compared with those which do not include this designation. A content analysis was done using announcements for 451 nationally publicized openings. In the area of educational credentials, jobs offering faculty status were far more likely to prefer and even require a second master's degree beyond the MLS. Evidence of professional development, including the ability to do research and publish as well as the capacity for service to the institution and the profession, was also in greater demand for these positions. There were no observed differences between faculty status jobs and positions which are not so designated, with respect to skills. These observations will add fuel to the continuing debate about advanced qualifications for academic librarians.

Master's Research Paper by

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This study is dedicated to my parents,

Anthony and Irene Laudani.

Thank you for all your help

and

for giving me an irrepressible love of learning.

I. INTRODUCTION

Whether their jobs include faculty status can make a great deal of difference in the professional quality-of-life for academic librarians. The debate over faculty status has a history of almost forty years, and most librarians feel that when employed in an academic setting they should have faculty status. Librarians have always had an image of themselves as educators, but increasingly in the 1950s they wanted a voice in academic affairs, to make scholarly contributions to the academic world and to be recognized as partners with teaching faculty.

Today, most librarians have some form of faculty status. Most have responsibilities for research and publication, and service to community, campus and professional organizations, without the released time or flexible schedules needed to carry these out. They have all of the administrative, supervisory, public service, technical and even clerical responsibilities of the traditional role of librarian to fulfill as well.

Werrell and Sullivan, in their review of the literature, indicate that there are major concerns about "a negative image and ambiguous role" and "salaries consistently at the low end of the pay scale for similarly ranked faculty at their institutions" (Werrell and Sullivan 1987, 96). Quoting McAnally, the authors state that, on one hand, academic librarians feel they must "join the faculty or be permanently relegated to peripheral and inferior roles" (Werrell and Sullivan 1987, 96). On the other hand is the sentiment that "librarians should be respected on the strength of our unique contributions to the academic world and not according to criteria set for a profession that differs from our own" (Werrell and Sullivan 1987, page 97).

There have been numerous "current status" studies of conditions around these issues. There is also a body of research on qualifications for academic library positions. One would

expect that if more is required of librarians in positions with faculty status, then qualifications for these jobs would be more stringent. However, there has been no systematic research into whether employers ask for more or different qualities for positions which include faculty status compared with positions which do not. The aim of this study is to determine whether such differences exist and to discover any patterns in those differences.

Purpose of the Study

The objective of this study is to explore and discover whether there are any differences in credentials requested or required for academic library positions which offer faculty status, compared with those which do not include this designation. The literature addressing issues in faculty status emphasizes the greater and more scholarly workload characteristic of positions with faculty status. The research on qualifications for academic librarians indicates that there are differences in qualifications among jobs involving different types of library work, and that credentials have increased over time for all types of positions. Expecting that since more will be asked of faculty status librarians after they are hired, more would be asked from them in advertisements for these positions, the overall focus of the present study will be to compare specific qualifications for the two classes of jobs. Specifically, the questions to be answered are:

1. Is advanced education more frequently requested for positions offering faculty status?
2. Are foreign language skills more in demand for jobs with faculty status?
3. Is more substantial library experience expected for faculty status jobs?
4. Are more extensive library skills required for faculty status jobs?
5. Are computer skills more in demand for jobs with faculty status?

6. Are management or administrative skills requested more often for jobs with faculty status?
7. Are communication or interpersonal skills specified more often for positions offering faculty status?
8. Is there a requirement to demonstrate professional and/or scholarly activity for jobs offering faculty status?

Limitations and Significance

Since a comparison of qualifications by status has not been explored, this study is intended to be a first step in that direction. No attempt will be made to determine causality, should differences be found. This study is also not intended to describe the development of qualifications over time, but to give an idea of the current status of differences between faculty status and non-faculty status positions in terms of their qualifications.

The unit to be sampled will be the advertisement for a position. This is a greatly abbreviated description of the nature of the positions and not intended to make a statement about the jobs themselves. The actual positions may differ to varying degrees from the way they are described in their advertisements.

It should be recognized that while there are differences between jobs that are advertised and the persons selected to fill them, it is hoped that the results of this study will encourage candidates in their search for an appropriate position. By clarifying the differences between jobs offering faculty status (and requiring a different workload and set of skills) and those that do not, applicants will be in a better position to make informed decisions about where they direct their job

search efforts. In addition, students in library science programs will be better prepared for career decision making if they know more about what will be demanded of them on the job.

II. REVIEW OF THE LITERATURE

The literature addressing faculty status for academic librarians seems to be divided into two types. There are essays and arguments written about the issue generally and there are research studies investigating practices and trends in employing institutions. Werrell and Sullivan, quoted earlier, did an extensive review of the literature debating various facets of the issue. These authors found that the advantages of faculty status appear to be greater respect and esteem from teaching and administrative colleagues, job security and higher salaries. The problems they cited were with high expectations for performance in research and service without the resources necessary to fulfill them which are enjoyed by the teaching faculty.

One area of contemporary debate has focused on the need for academic librarians to have an advanced degree. Jean-Pierre V. M. Herubel (1991) wrote that this issue is really about what qualifications designate a professional librarian. He questioned whether librarians should be evaluated by the same standards as teaching faculty. The advanced degree, along with continued scholarship and service seem to be the "badge of respect" among teaching colleagues. He acknowledged that librarians long to be perceived as equal partners in the educational process. He concluded his argument by saying that academic librarians need advanced degrees to give them credibility with their academic colleagues.

Several months later, William G. Jones (1991) countered this position in his discussion of the librarian's role in the development of knowledge. He says, "What has not changed in the environment of academic information-seeking...is the degree of involvement of librarians with scholars in the research process" (Jones, 1991, 585). He credits the library profession with creating resources to aid scholars in locating materials, with knowledge about collections and the

ability to untangle confused and incomplete citations. He points out that scholars value a librarian for quality of response, knowledgaebility and reliability. However, even with the advent of electronic technology, the roles of scholar and librarian largely remain the same: scholars still review publications of their professional associations and trace citations, and librarians still provide assistance in accessing that literature. He closes with the following observation:

> Intelligence, discrimination, perseverance and knowledge of bibliography and the bibliographic principles on which libraries are organized appear to be characteristics possessed by successful academic librarians. But there is no evidence that another advanced degree in a subject specialty would help library school students acquire these characteristics. Another advanced degree would, however, assure that librarians who provide services to scholars understand the intellectual norms of disciplines recognized within the scholarly community and the importance of primary and secondary sources in them. (Jones, 1991, 585)

The most recent commentary on the issue of status for academic librarians comes from Bill Crowley in his 1996 article. He brings a sociological perspective to the problem by comparing the system developed by academic institutions for their operation with the subsystem of the academic library. He describes the academic system as one which demands a completed doctorate degree as criterion for entry, and continued research, teaching, service and development of intra-faculty relationships as the standards for promotion. In the library subsystem, the Master of Library Science degree is the credential for entry, with the addition of a second master's often required for tenure. Thus the debate over qualifications for academic librarians goes on.

The literature on research into qualifications for academic librarians seems to fall into one or two categories, either "current status" studies, or those which try to evaluate trends. One of the earliest is of the second type. In 1981 Olsgaard and Olsgaard attempted to document trends

in educational requirements. Their sample was 5,269 job advertisements appearing in *Library Journal* and *College and Research Library News*, between 1970 and 1979. They wanted to see if there were any differences in qualifications between positions for library directors and non-director positions. They also wanted to compare positions at colleges with those at universities. They surveyed the job notices, developed rules to standardize coding and applied chi square tests to determine statistical significance. The qualifications studied were educational and they defined "education" as no additional degree beyond the MLS, second master's required or preferred, and doctorate required or preferred. They discovered that, as expected, educational qualifications were higher for directors and for positions at universities. No data was collected on whether the positions advertised offered faculty status (Olsgaard and Olsgaard 1981).

In 1982, Mary Baier Wells did a trends study of both qualifications and salary, over a wider time frame. She studied 1,254 announcements appearing in *Library Journal, American Libraries,* and *College and Research Libraries News*, from 1959 to 1979. She looked for an increase in qualifications over time, an increase in the scope and complexity of jobs as they were described over time, and whether increases in qualifications and responsibilities would result in higher salaries. In the area of general qualifications, she looked at foreign language, computer expertise, subject background, knowledge of audio-visual materials, teaching experience, specific library expertise, ability to communicate, and administrative ability. In addition to general qualifications, she focused on education, divided into two categories. Library education was coded as unspecified library degree, BLS, MLS- unaccredited and MLS- accredited. A second master's degree was coded as either any subject or a specialized subject. She used a CROSSTABS statistical program to compare variables. Using t-tests and analysis of variance,

she determined that qualifications in general did increase over time, as well as the scope and complexity of the jobs. However, the only variables which correlated positively with higher salaries were higher educational credentials and greater experience. She collected data on the number of positions offering faculty status, and found that the percentage varied from year to year but did not increase above 52 percent. She did not attempt to correlate the variable of faculty status with any of the others (Wells 1982).

Joseph A. Starratt et al. also did a trend study, in 1985, and included the variables of education, experience, status and salary. Their review of 1,108 job notices from *College and Research Libraries News*, from 1974 to 1984, showed an increase in the demand for the ALA-Accredited MLS degree, a sharp increase in subject expertise in the sciences, and an overall increase in skills. The skill areas they examined were foreign language, database/online reference, automation, OCLC, bibliographic instruction, audiovisual, management, and communication. They found that salaries actually decreased over the time studied, when adjusted for inflation. Finally the authors collected data on faculty status and tenure, showing an increase in both over time, but did not cross tabulate this data with any other information obtained from the advertisements (Starratt 1985).

In 1988, Joyce C. Wright did a descriptive study to determine patterns in the job market for public and academic librarians. She drew her sample from job announcements found in *American Libraries, College and Research Libraries News,* and *Library Journal,* for the years 1980 to 1984. Of the total sample, 67.2 percent, or 4,516 were for academic libraries. Hers was a general study of the job market, in which she included educational level required, the number of jobs, the level of the jobs, salary and geographic location. She used SPSS (Statistical Package for

the Social Sciences) to analyze her data, applying a cross tabulation program and chi square tests. She found that 70 percent of advertisements for academic library jobs specified an ALA-accredited master's, with 59 percent stating preference for a subject master's beyond the MLS. She did not collect data on status for the academic positions (Wright 1988).

Among the more recent studies of qualifications for academic librarians is a paper by Janet Hill (1992). She did a content analysis of 311 advertisements from *American Libraries* in 1990. Looking at general qualifications, she included the categories of education, experience, specific library skills, management skills, interpersonal skills, technological skills and professional interests. She included competency in a foreign language as an educational credential. In the area of professional interest, she looked for mention of scholarly activity as a qualification for the positions, but did not collect data on whether positions offered faculty status. She found that the ALA-MLS was the most frequently specified credential, with over half also asking for academic library experience (Hill 1992).

David W. Reser and Anita P. Schuneman (1992) reviewed job advertisements to determine differences in qualifications for technical service and public positions in academic libraries. Their sample of 1,133 notices was drawn from *American Libraries, College and Research Libraries News, Library Journal,* and the *Chronicle of Higher Education*, all from 1988. They looked at education, foreign language skills, computer skills, and library work experience. In the area of education, they considered advanced degree requirements, and coded for none, advanced degree preferred and advanced degree required. For foreign language skills, they collected data on any mention of foreign language, and, where given, the level. The skill levels they used were working, reading and fluent. They used a broad definition of computer

skills and previous work experience, not specifying any particular type, but simply coding whether there was none listed, stated as preferred, or stated as required. They performed chi square tests to determine statistical significance. Their results showed that foreign language and computer skills, with previous library work experience, were asked for more frequently in the notices for technical services positions, while public service jobs called more often for an advanced degree. These authors did not collect any data on whether the positions offered faculty status.

The most recent work in the area of qualifications for academic librarians has focused on requests for computer related skills. Hong Xu (1996) published the results of a study on the impact of automation, comparing qualifications for academic catalogers and reference librarians. The sample of 574 job advertisements was taken from *American Libraries*, between 1971 and 1990. Computer skills were defined as requests for competency in specific areas. For catalog librarians the list included automated cataloging, OCLC and RLIN. For reference staff, online searching, DIALOG, BRS, CD-ROM, OCLC, RLIN and other database searching were itemized. Data on education and work experience were also collected. Education was operationalized as subject background, either simply mentioned or with a second master's specified. Work experience was coded as none requested or preferred, requested, 1 year or more, 3 years or more, and 5 years or more. The results showed that qualifications for the two types of jobs have become more similar, with computer skills increasing for both. Data was not collected as to whether the positions were faculty status (Xu 1996).

The most recent study of qualifications for academic librarians, also in 1996, likewise considered trends in the demand for computer skills. Yuan Zhou reviewed 2,500 job announcements from 1974 through 1994, from *American Libraries*. He hypothesized that

computer skill had become a major not just incidental qualification, that greater skill would be demanded by larger libraries, and that the type of computer skill would vary with the type of library job. He defined computer skill broadly, coding as yes any mention of computers.in the notice, but his analysis was done on the level of particular skills stated. His was the only study which specifically mentioned Internet skills. He also collected data on the size of the library in volumes and type of position. His results confirmed his first hypothesis, but he found no relationship between size of library and demand for computer skill. Types of skills did tend to differ with the job, but skill in using automated library systems was requested for all types of library jobs. He did not consider whether the jobs had faculty status (Zhou 1996).

Several issues have been studied in the area of job qualifications for academic librarians. Comparisons have been made between type of job: public versus technical services. Level of job has also been studied: director versus non-director positions. The most recent issue seems to be the effect of computer automation on qualifications for academic library jobs.

The majority of the research done on job qualifications for academic librarians has attempted to determine changes over time, several aimed at being descriptive of growth in educational qualifications, salary and status. Although the data was collected on faculty status, it was simply reported, not correlated with any job qualifications.

All of the studies in this review used job advertisements as their sample, and most came from *American Libraries, College and Research Libraries News,* and *Library Journal.* One used position announcements from the *Chronicle of Higher Education.* Sample sizes ranged from 311 to 5,269. The larger samples tended to be used for trend studies covering up to twenty years.

Operational definitions for educational credentials were similar. Most assumed the ALA-

accredited master's degree to be the basic qualification, and additionally measured the demand for a second master's degree in a subject area, or even a doctorate. In one study, foreign language was classified at three levels: working, reading and fluent. Computer skills were defined in terms of such specifics as use of automated library systems, online searching, use of CD-ROM products, and OCLC. One study looked for Internet skills.

Previous work experience was also described in similar ways across the research. Most studies allowed for the categories of no previous experience, general library experience, and library experience of a specific type. One study looked at length of experience being requested, at the level of one to three years, three to five years, and over five years.

Specific library skills emphasizing technical services were outlined by Hill and included: cataloging, AACR2, OCLC, MARC format, LC classification, LC subject headings and online catalog use (Hill 1992). A thorough list of public service skills was given by Xu, specifying: reference, online searching, DIALOG, BRS, CD-ROM, RLIN, bibliographic instruction, collection development and circulation/interlibrary loan (Xu 1996). To this list Zhou added Internet skills (Zhou 1996).

Data analysis was carried out using either SAS or SPSS. Cross tabulation was the typical method of analysis, with chi square used to test for statistical significance.

Other areas of qualifications studied were management and supervision skills and interpersonal or communication skills. One study coded for professional interests, defined as professional interest, professional involvement and scholarly achievement.

III. METHODOLOGY

To explore the differences in qualifications between positions offering faculty status and those that do not, a descriptive study was conducted using a sample of job advertisements. Each advertisement was coded and the results tabulated and compared on the variables of education, foreign language, library experience, library skills, computer skills, management or administrative skills and communication or interpersonal skills. The frequency and percentage of each variable was computed, and cross tabulations were performed. Chi square was computed for the cross tabulations.

Sample

The advertisements for this study was obtained from the most recent issues of *College and Research Library News* and *Library Journal*. These sources were chosen because they are widely read by candidates looking for library jobs, and the most likely places they would go to look for announcements of positions in which they might be interested. These journals were also chosen because they have been heavily used in the research on job qualifications for academic librarians, and some comparison of results may be possible using similar sample sources.

The most recent issues of these sources was used, beginning with April 1997 and working backwards until a sample size of at five hundred forty-one unique advertisements was obtained. The goal of five hundred notices was selected because it is large enough to test for statistical significance, yet small enough to be workable for an exploratory study.

All job announcements were considered, with the exception of a few categories. Those which were in a foreign country, part time or temporary, were for strictly administrative positions and duplicates were eliminated. In the case of a duplication, the position as listed in *College and*

Research Libraries News was retained.

Development of the Coding Form

A coding form was devised to collect data from the job advertisements and standardize it for data entry. The data collected was of the nominal type and consisted of codes developed from the operational definitions of the variables.

The coding form was field tested on a pilot sample of twenty five job announcements (approximately five percent of the sample). Inclusiveness in terms of categories, without overlap, was assessed. There was no need to evaluate inter rater reliability because the author was the only person doing the coding. The coding form was further tested for ease of use by entering its data into a personal computer. Drafts of the coding scheme and coding form are located in Appendix A.

Data Analysis

Data was analyzed using the SAS program. Cross tabulations and chi square tests were performed on the data which will be presented in tabular form.

IV. RESULTS

Field testing of the coding form indicated a need for revisions to add to the list of library skills. Some additional independent variables (location, Carnegie classification and type of job) were included in order to collect demographic data for future analysis. Coding was done by this researcher alone, so a test for inter-rater reliability was not needed.

A total of 451 usable job advertisements was obtained from the April 1996 through April 1997 issues of *College and Research Library News* and *Library Journal*. Announcements from institutions which were listed as Associate of Arts and Specialized in the 1994 Carnegie classifications were eliminated, as were jobs at foreign institutions. Temporary positions were included if they lasted at least twelve months. There were no part-time positions among the announcements in the sample. Advertisements for jobs with the title of director, dean or chief administration officer were also eliminated, as these were not likely to be faculty positions but rather part of the institution's administration. Finally, where multiple positions were described in a single advertisement, each job was coded individually.

Statistical analysis was limited to frequency counts and corresponding percentages. The chi-square test of relationship showed mixed results. The data are presented first for each variable alone, then for cross tabulations of the dependent variables by the independent variable status.

Faculty or Professional Status

For the purposes of this study, only advertisements which specifically mentioned faculty status or tenure were coded as such. With respect to status, 231 (51.2%) of the advertisements stated that faculty status or tenure was offered, 18 (4.0%) stated offered academic or professional status, and 202 (44.8%) gave no information on status.

Education And Foreign Language

For education the majority of positions, 274 (60.8%) asked for only the ALA master's degree (see Table 1). Related to education is foreign language proficiency. Most advertisements, 365 (80.9%) listed no foreign language requirement, 33 (7.3%) stated it as preferred or desired, and 53 (11.9%) gave it as a required qualification.

Table 1.

Highest Level of Education Requested

Education	f	%
None Mentioned	15	3.3
ALA MLS	274	60.8
2nd Masters Desired or Preferred	117	25.9
2nd Masters Required	41	9.1
Doctorate Desired or Preferred	4	0.9
Total	451	100.0

Experience

The majority of the advertisements, 233 (51.7%) also requested up to two years of experience (see Table 2).

Table 2.

Amount of Experience.

Length of Experience	f	%
None Mentioned	53	11.8
O to 2 years	233	51.7
3 to 4 years	94	20.4
5 to 7 years	70	15.5
8 or more years	3	0.7
Total	451	100.0

Library Skills Required

In terms of the requirement for library skills, there was great variability among the advertisements. A total of thirty areas of skill were coded, with a write-in option for Other. Table 3 lists these skills with the frequency with which they appeared in the advertisements. For the purposes of answering the research questions number four and five, library skills were considered as a group and included computer skills as part of that group.

Table 3.

Specific Library and Computer Skills

Skill	f	%
None Mentioned	0	0.0
Cataloging	111	24.6
AACR2	61	13.5
OCLC	77	17.1
MARC	58	12.9
LC Classification	43	9.5
LC Subject Headings	55	12.2
Reference	291	64.5
Bibliographic Instruction	283	62.3
Online Catalog	34	7.5
Online Search	226	50.1
CD-Rom Products	219	48.6
RLIN or Similar	211	46.8
Internet-Web	170	37.7
Windows-PC	78	17.3
Spreadsheet	7	1.6
Database	6	1.1
HTML	49	10.9
Collection Development	215	47.7
Preservation	34	7.5
AV-Media	26	5.8
Microforms	14	3.1
Serials	51	11.3
Circulation/Reserves/ILL	26	5.8
Automated Systems	94	20.8
Bibliographic Utilities	29	6.4
Networks	60	13.3
Hardware	25	5.5
Acquisitions	35	7.8
Government Documents	36	8.0
Other	31	8.6
Total	451	100.0

Management and Supervisory Skills

Management skills were considered apart from general library skills. In most cases, 237 (52.5%) no management skill was mentioned. In 180 cases (39.9%) supervisory ability was expected, and in 108 cases (23.9%) administrative level skill was mentioned. For the purposes of this study, administrative skill included the identifiers: goal-setting, budgeting, grant writing, determining policy and procedures and marketing.

Communication and Interpersonal Skills

Communication or interpersonal skill was also considered separately from general library skill. The majority, 300 (66.5%), of the advertisements mentioned oral and/or written communication skill. A large number, 230 (51.0%), asked for interpersonal skills, suggested by phrases such as working collegially, team building, and working well with faculty and students. Only 121 (26.8%) did not mention the need for communicational or interpersonal skills.

Professional Development Activities

Finally, the issue of professional development was defined as the existence of requirements for service to the institution or profession, and research and publication. In 299 (66.3%) of the announcements there was no mention of expectations for professional development. In 146 (32.4%) of the notices, service to either the institution or the profession of librarianship was noted. More frequently mentioned was evidence of scholarly activity, research and publication, in 112 (24.9%) of the advertisements.

Cross Tabulations

Status and Education

The focus of this study was to compare job qualifications across status offered by employing institutions. Recognizing that the variety of "status" situations is as extensive as the number of different institutions, for the purposes of this study, three attributes were created for this variable. In many of the announcements, status was simply not mentioned. This researcher did not assume that faculty status was offered, even when there were qualifications stated that would suggest that similar performance would be expected. Therefore, the category none mentioned was used to indicated that there was no statement in the advertisement which clearly indicated the status of employees in that position. The category academic/professional was assigned to advertisements where either of these two terms was used to describe employee status. Faculty status or tenure as reserved for announcements which explicitly stated that it would be offered as part of the position.

Only two of the dependent variables, education and professional development, showed a definite relationship to status. As can be seen in Table 4 below, the majority of advertisements for jobs of all statuses requested the ALA/MLS degree. The greatest number of advertisements stating that a second master's degree is desired or preferred are those offering faculty status. As well, most of those requiring a second master's degree are faculty status jobs. The Ph.D. degree was requested in very few advertisements.

Table 4.

Analysis of Relationship between Status and Highest Level of Education Requested.

Status	Education									
	None Stated		ALA/MLS		2nd MA Des.		2nd MA Req.		Ph.D.	
	f	%	f	%	f	%	f	%	f	%
None Given	9	66.66	136	49.63	42	35.90	14	34.15	1	.25
Acad/Prof	1	6.66	15	5.47	2	1.71	0	0.00	0	0.00
Fac/Tenure	5	33.27	123	44.90	73	62.39	27	65.85	3	.75
Total	15	100.00	274	100.00	117	100.00	41	100.00	4	100.00

Status and Professional Development

Far more faculty status jobs carried the expectation for service and professional development, stated as either evidence that the candidate has achieved in these areas, or indication that he would be able to meet the institution's expectations for service to the profession of librarianship and/or to the institution. There is also a much more frequent request for evidence of the ability to do research and to publish. Table 5 shows that far greater numbers of announcements for faculty status positions state a requirement for service and scholarship than do positions offering academic or professional status or those which do not specify status.

Table 5.

Expectations for Professional Development

Status	Professional Development Activities					
	None Stated		Service		Research/Publication	
	f	%	f	%	f	%
None Given	167	55.85	32	21.92	19	16.96
Acad/Prof	8	2.68	10	6.85	6	5.36
Fac/Tenure	124	41.47	104	71.23	87	77.68
Total	299	100.00	146	100.00	112	100.00

Status and Foreign Language Proficiency

In this study, no pattern emerged in regard to the requirement or desirability of foreign language proficiency when status is considered. The need for foreign language skills may be more closely related with the type of work or the responsibilities of the particular job.

Status and Library Experience

The majority of job advertisements stated a requirement or preference for experience. Again, there was no clear pattern for the amount of experience wanted. As with the language requirement, amount of experience may be more closely associated with the type or level of the job than with its status.

Status and Management and Supervisory Skill

No definite tendencies showed up in the area of management skill. The distribution of level of skill, administrative as opposed to supervisory alone, was fairly even across status. Announcements for jobs offering faculty status did not request management skill any more frequently than those for jobs without faculty status.

Status and Communication and Interpersonal Skills

While a large majority of job advertisements requested some skill in communication and interpersonal relations, there was no tendency for these skills to be requested more often in jobs offering faculty status. This area of ability may be a universal skill, cutting across all types and levels of jobs.

V. SUMMARY AND CONCLUSIONS

Results of This Study

The results of this exploration show that there is indeed a difference in expectations for applicants for positions offering faculty status compared with those not so designated. The differences were seen in two areas, educational level and professional development.

It is reasonable to expect that higher qualifications would be expected for those jobs where there is also a higher expectation for performance. Further, it would seem logical that those qualifications would be related to the specific areas of advanced achievement expected.

Following the debate about the need for an advanced degree leads one to hypothesize that such a degree would be required more often in jobs which offer faculty status. The results of this study revealed that there is indeed a positive relationship between the demand for a master's degree beyond the MLS and jobs which offer faculty status. The majority of jobs which state a preference for it are those offering faculty status (62.39%). Again, a majority of jobs which list it as a requirement are faculty status jobs (65.85%).

Whether obtaining an advanced degree is seen as a rite of passage into academia, or whether the process truly gives librarians who pursue it a set of skills which sets them apart from those who do not, is another question. The fact is that those who make decisions about qualifications for jobs offering faculty status see it as essential, for a librarian to be considered part of the academic faculty.

The other area of strong relationship observed was between the demand for professional development and status. Far more candidates for faculty status positions are expected to show

evidence of the ability to do research and to publish (77.68%) than applicants for positions which are not designated as faculty. The requirement for service beyond traditional library work is also much stronger in positions offering faculty status (71.23%).

The remaining qualifications, foreign language, specific library and computer skills, management and interpersonal skills, did not show any strong pattern of distribution across status. There may, however, be relationships between these variables and other independent variables. These thoughts are discussed in the following section.

Suggestions for Further Study

Several observations were made during the course of this study which give ideas for other approaches to the subject. The researcher found that the creativity of individuals (or committees) who write job descriptions seems to be endless! No standard content or format exists for writing announcements of open positions. The job description portion of the announcement often contained more information about expectations than did the section on qualifications. For the purposes of this study, information was coded without regard to which area of the advertisement it appeared. Also, the variety of status situations is as unique as each institution. Further, just because it was not mentioned in the advertisement does not mean that the position doesn't offer faculty status. Finally, the diversity in academic librarian positions is substantial.

These observations suggest the possibility of using a different sample. Contacting each institution to ascertain type of status could be an additional source of data. Also, many printed advertisements referred the reader to a Web page for a more extensive description of the position, where clarification of status might be found. Finally, this study excluded two-year and specialized institutions. Further research could be done comparing the data for these schools with what has

already been collected.

Following the field test, revisions were made so that data could be collected for some additional independent variables along with the data used in this study. These variables were geographic location, Carnegie classification, and type of job (technical service, public service, etc.).

The present research could be confirmed by looking for patterns of relationship between the dependent variables and some new independent variables. The data collected could be analyzed using location to see whether there are any geographic differences in qualifications for academic librarians. Carnegie classification may be a reliable indicator of the level of research done and the nature of the collection at an institution and may have some relationship with the qualifications requested for library staff, particularly among reference librarians. Finally, there may be a pattern in the demand for foreign language skill depending upon the type of work involved in the position.

Appendix A

Coding Scheme

Location:	1 - NE	CT, DE, D.C., ME, MA, NH, NJ, NY, PA, RI, VT
	2 - SE	AL, FL, GA, KY, NC, SC, TN, VA, WV
	3 - MW	IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI
	4 - SW	AZ, AR, LA, MS, NM, OK, TX
	5 - W	AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

Carnegie Class:
1 - Research I
2 - Research II
3 - Doctoral I
4 - Doctoral II
5 - Masters I
6 - Masters II
7 - Baccalaureate I
8 - Baccalaureate II

Position Type:
1 - Public Service
2 - Public Service Management
3 - Technical Service
4 - Technical Service Management
5 - Systems
6 - Generalist

Status:
1 - None mentioned
2 - Academic Status
3 - Faculty Status/Tenure

Education:
1 - None mentioned
2 - ALA MLS
3 - 2nd Masters Desired or Preferred
4 - 2nd Masters Required
5 - Doctorate Desired or Preferred
6 - Doctorate Required

Foreign Language:
1 - None mentioned
2 - Desired or Preferred
3 - Required

Experience Type:
1 - None mentioned
2 - General library
3 - Academic library
4 - Specific library

Experience Amount:
1 - None mentioned
2 - 0 to 2 years
3 - 3 to 4 years
4 - 5 to 7 years
5 - 8 or more years

Library Skills:
1 - None mentioned
2 - Cataloging
3 - AACR2
4 - OCLC
5 - MARC
6 - LC Classification
7 - LC Subject Headings
8 - Reference
9 - BI
10 - Online Catalog
11 - Online Search
12 - CD-ROM Products
13 - RLIN or Similar
14 - Internet-Web
15 - Windows-PC
16 - Spreadsheet
17 - Database
18 - HTML
19 - Collection Development
20 - Preservation
21 - AV-Media
22 - Microforms
23 - Serials
24 - Circulation/Reserves/ILL
25 - Automated Systems
26 - Bibliographic Utilities
27 - Network
28 - Hardware
29 - Acquisitions
30 - Government Documents
31 - Other _____

Management/ Administrative Skills:	1 - None mentioned 2 - Supervision 3 - Administration
Communication/ Interpersonal Skills:	1 - None mentioned 2 - Oral and/or Written Communication 3 - Interpersonal Skills
Professional Development:	1 - None mentioned 2 - Service to Institution/Profession 3 - Research and Publication

Appendix B

Coding Form

Record Number_____ Institution/State_____
Source/Date_____ Position_____
Loc - 1 2 3 4 5 Class - 1 2 3 4 5 6 7 8 Type - 1 2 3 4 5 6 Status - 1 2 3
Educ - 1 2 3 4 5 6 Lang - 1 2 3 Exp T - 1 2 3 4 Exp A - 1 2 3 4 5
Skill - 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___10___
11___12___13___14___15___16___17___18___19___20___
21___22___23___24___25___26___27___28___29___30___ 31_____
Mgt - 1___2___3___ Interp - 1___2___3___ Prof - 1___2___3___

Record Number_____ Institution/State_____
Source/Date_____ Position_____
Loc - 1 2 3 4 5 Class - 1 2 3 4 5 6 7 8 Type - 1 2 3 4 5 6 Status - 1 2 3
Educ - 1 2 3 4 5 6 Lang - 1 2 3 Exp T - 1 2 3 4 Exp A - 1 2 3 4 5
Skill - 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___10___
11___12___13___14___15___16___17___18___19___20___
21___22___23___24___25___26___27___28___29___30___ 31_____
Mgt - 1___2___3___ Interp - 1___2___3___ Prof - 1___2___3___

Record Number_____ Institution/State_____
Source/Date_____ Position_____
Loc - 1 2 3 4 5 Class - 1 2 3 4 5 6 7 8 Type - 1 2 3 4 5 6 Status - 1 2 3
Educ - 1 2 3 4 5 6 Lang - 1 2 3 Exp T - 1 2 3 4 Exp A - 1 2 3 4 5
Skill - 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___10___
11___12___13___14___15___16___17___18___19___20___
21___22___23___24___25___26___27___28___29___30___ 31_____
Mgt - 1___2___3___ Interp - 1___2___3___ Prof - 1___2___3___

Record Number_____ Institution/State_____
Source/Date_____ Position_____
Loc - 1 2 3 4 5 Class - 1 2 3 4 5 6 7 8 Type - 1 2 3 4 5 6 Status - 1 2 3
Educ - 1 2 3 4 5 6 Lang - 1 2 3 Exp T - 1 2 3 4 Exp A - 1 2 3 4 5
Skill - 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___10___
11___12___13___14___15___16___17___18___19___20___
21___22___23___24___25___26___27___28___29___30___ 31_____
Mgt - 1___2___3___ Interp - 1___2___3___ Prof - 1___2___3___

Record Number_____ Institution/State_____
Source/Date_____ Position_____
Loc - 1 2 3 4 5 Class - 1 2 3 4 5 6 7 8 Type - 1 2 3 4 5 6 Status - 1 2 3
Educ - 1 2 3 4 5 6 Lang - 1 2 3 Exp T - 1 2 3 4 Exp A - 1 2 3 4 5
Skill - 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___10___
11___12___13___14___15___16___17___18___19___20___
21___22___23___24___25___26___27___28___29___30___ 31_____
Mgt - 1___2___3___ Interp - 1___2___3___ Prof - 1___2___3___

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